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Malcolm Price Laboratory School Newsletter

Malcolm Price Laboratory School

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# Malcolm Price Laboratory School PLS • NEWSLETTE R

Volume III, Issue VII

University of Northern Iowa

April 1993

## Keeping Your Child Safe

Children never seemed to face any harm in the old family movies and TV shows of the '50s and '60s. Mom and Dad provided a nice home with lots of love and regular meals. Whenever they went out, there was always a trustworthy kid next door to babysit.

Today, keeping children safe is no longer that simple, but childhood risks can be minimized with education and teamwork by parents, schools, communities--and children themselves. Safety savvy begins at home, and here's a primer for parents:

**\*Old-fashioned basics:** Teach your young child his or her full name, address, and phone number, as well as your name and work number. Show the child how to use the phone and how to call 911 or 0 in emergencies. Don't advertise your child's name; place name labels only inside clothing, lunch boxes, and backpacks. Teach your child to understand and obey traffic signals and to use crosswalks when crossing streets. Explain why it is important to always use seatbelts in cars.

**\*Safety at home:** Don't have your family name on your door or mailbox. Never leave your child alone unless you are certain that he or she knows basic fire and safety rules, plus such house rules as: Stay inside; keep outside doors closed and locked; don't answer the telephone (but check the answering machine for messages); don't allow anyone to enter the house; and keep busy doing homework or assigned chores. Your child should have the number of a neighbor or a nearby relative to call if he or she becomes frightened or ill while home alone.

**\*Safety in the neighborhood:** Get acquainted with neighbors in your community and join your civic association. Volunteer to work with the police in neighborhood programs to deter crime. Teach your child to use designated sidewalks when walking to or from school or the school bus stop, and where to seek help in "safe" houses in case of emergency. Whenever possible, try to have your child accompanied by an adult or another child when walking, biking, or playing in the neighborhood.

**\*Safety on the street:** Have your child avoid unwanted attention by concealing attractive belongings, like a portable tape player, in a book bag or backpack. Children should stay on well-lighted sidewalks and not take shortcuts through fields, woods, vacant lots, or construction sites. Teach your youngster to identify and avoid potentially dangerous situations, like construction activities and groups of loiterers. Always know where your child is going, who he or she is with, and when they will return home. Make sure your child always

has coins to call from a pay phone.

**\*Safety at school:** Know and reinforce school rules for safety in the building, on the playground, and on the school bus. Attend PTP meetings to meet other parents and to help establish community safety networks. Support education programs on drug/alcohol abuse; crime prevention; self-defense strategies; and conflict management.

**\*Safety with guns:** Cooperate with your school and police department to provide education programs that emphasize a basic truth about guns--they can kill. If you keep firearms at home, you can prevent an accidental shooting by storing them unloaded in a locked cabinet, with ammunition locked in a separate place. If you use guns for sport or hunting, explain and model their safe use. Never let a child play with a real gun, even if unloaded, or take one to school to show his friends.

## NCA Site Visit Completed

On March 2, 3, and 4 a team of 31 educators from throughout the state (and one representative of the Laboratory Schools at Illinois State University) spent many hours observing and conversing with administrators, faculty and staff about the PLS instructional program. The site visit is one part of our NCA evaluation, which last occurred in 1983. The purpose of the site visit is to compare our findings as written in the Self Study to what actually occurs in our day-to-day setting. The Self Study was prepared by all faculty and staff in the fall and winter of this year and addressed all areas of our instructional program. During exit interviews on March 4, NCA team members reported briefly on their findings. A written report of complete findings will be prepared and should be available to us in six to eight weeks.

Overall, the evaluation was very positive and will give us direction for the future. The North Central Association stresses that "the end" is not receipt of the written report. The value of the NCA process is the examination of the report's findings and recommendations and then the inclusion of selected recommendations in the school improvement plan. Addressing the findings in the school improvement plan and self-evaluation of progress toward those goals on an annual basis are the ultimate goal of the NCA process. We are well on the way to finalizing our process and anxiously await the written report so that findings and recommendations can be synthesized appropriately into our strategic plan. The strategic plan with highlighted focus on particular areas (comprising the school improvement component) will drive our activities during the 1993-94 school year.



## **PTP Carnival - A Big Success**

By *Luann McAdams*  
*PTP President*

We are anticipating a profit of roughly \$6280 from the carnival this year. This is \$2928 more than we made last year.

A special thank you goes to Jodi Landau for chairing the carnival and to Leann Abraham for coordinating the raffle and a new and very successful event this year--the silent auction, which netted us approximately \$1940. We appreciate all the businesses and individuals who donated to the silent auction. Leann will be in charge of it again next year, but after that she would like someone else to take over. If you are that person, please contact Leann at 277-4235. She will be willing to help anyone with the process.

Mercedes Hayes deserves a big thank you for painting the caps and umbrellas, making signs and for helping us make hair bows. Thanks to Kathie East for chairing the bake sale and to all families who contributed to the bake sale. Deb Schmidt and Mary Fisher helped in numerous ways also.

We thank Wendy Potter for supervising the sixth graders in the food booth and for getting so many donations of food. Thanks to Shawn Fisher for delivering the pizzas from the Brown Bottle and to Dave Kohrs, UNI Dome, for letting us use their markers for the food line.

We couldn't have succeeded without the help of all the homeroom parents who arranged for booth workers and to all the fantastic students, parents and teachers who helped in those roles and other less fun jobs such as set up and clean up. How about those police officers who kept putting people in jail? The Girl and Boy Scouts helped make signs and cleaned up. We appreciate everyone who contributed cakes for the Cake Walk. It is one of the all-time favorite games, and we always need a lot of cakes. For the first time ever, we didn't run out of cakes!

Don Findlay contributed a valuable service by being our announcer. Other people who donated their time were the UNI Panther, Chuck E. Cheese and Wendy Dierks and staff from LaJames School of Hairstyling who styled hair. This new booth was another highlight of the carnival. Thanks to Mary Jo Keith for arranging these added attractions and for strategically placing our posters throughout the community.

The student selling the most raffle tickets was Courtney Gilliam, 4th grade. Second place went to Jessie Watts, 3rd grade. The class selling the most tickets and winning the pizza party, which was held on March 12, was Mrs. McCarty's 4th grade. The raffle winners were: Linda Wood, TV; Bob Guthart, Scheels gift certificate; Beth Thompson, \$50 Brown Bottle gift certificate; Sandie Anderson, \$50 cash. Congratulations to all the winners. The following people donated money to pay for the raffle items: Lyle and Linda Bowlin, Dr. Kenneth Budke, Dr. Constantine and Jo Curriss, Bill and Cindy Gilliam, Jim and Jodi Landau, Tom and Ginger Penaluna, and Gerald and Claire Smith. We appreciate their generosity. Thank you! The State requires that at least 75% of the raffle and game ticket proceeds must be spent on school needs. These proceeds have also been taxed. The rest of our profit

will be spent on teacher requests, the safety patrol program and some of it saved to help pay for the next year's carnival and other expenses.

A more detailed financial report will be published in the next newsletter. As you remember, last year's PTP funds were spent for two senior scholarships, a CD Rom for the library, a laser for Jr. High science and high school physics, the post-prom party, part of an electronic piano for the music department and part of the new carpeting for the first grade area. We are waiting on teacher requests, and as soon as we receive those, the PTP officers and school administrators will meet to decide how best to disburse our funds. The carnival profits will be disbursed throughout NK-12. Thanks again to all those who supported our carnival--the most successful ever.

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## **Food Donors**

Thank you to the following businesses who donated food for our carnival food booth: County Market, Deels, Hy-Vee and Schwanns. These businesses gave us a discount: B&W Meats, The Brown Bottle, Martin Bros. and Schwanns. We appreciate their contributions.

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## **PTP Officers**

If you would like to be a PTP officer, we will need a President, Vice President and Secretary for next year. This year's officers have agreed to be the carnival committee for next year, so the biggest job will be taken care of. If you are interested in any of these positions, call Luann McAdams (277-2105) and she will pass your name on to the Nominating Committee.

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## **Thanks to PTP Carnival Planners**

The faculty, staff and administration of the Laboratory School wish to thank PTP Carnival Chairperson Jodi Landau and all of the volunteers who worked with her to make this year's carnival the best ever. The support that the school receives annually from the PTP is not only a financial benefit but also a tremendous emotional lift as we work together to build a stronger PLS school community. A future report will detail specific purchases made with the proceeds of this year's carnival. Thanks to everyone for their tremendous effort.



# **NUHS BOOSTER INC. ANNUAL MEETING**

**TUESDAY, APRIL 27, 1993  
7:00 - SCHOOL CAFETERIA**

## *Agenda*

1. *Election of Board Members (4)*
2. *Treasurer's Report*
3. *Distribution of Budgeted Funds*
4. *Discussion of distribution of  
Unbudgeted Funds*
5. *GUS MACKER KICK-OFF  
Information-Update-Signup*
6. *Future Goals*

NUHS Booster Inc. Board Meeting  
Tuesday, April 20, 1993  
7:00 - Teacher's Lounge

## **NUHS Century Club**

**You are invited!!**

**"A Goodbye Party for Ourselves!"**

**Friday May 14, 1993**

**7-9 PM**

**at Mark and Terry Knutson's**

**1510 Clark Drive**

**Bring snack or sweet**

## MacLunchroom

Our first year of using the MacLunchroom program for our school lunch accounting has been a learning experience. We are pleased with the time-savings and accuracy recording breakfasts and lunches. We believe, however, that we have not adequately communicated with parents about the information available to you regarding your students' accounts or charges.

MacLunchroom is set up on a "family" basis, so all credits and charges are based on parents rather than individual students. If you have three children at PLS, all their meal payments and uses go into and out of your account. In response to parent inquiries, we asked the manufacturer if accounts could be broken down into individual student accounts. At this point, the answer is "no." However, we have updated this program twice since we started, so this may be an option in the future. For now, when you receive a bill or balance, remember that it reflects the activity of all of your family's PLS students (and adults).

Billing is sent to your home only when there is a deficit. Once again, the program will not print "positive balance" letters. However, if you would like to know your balance, we print all account balances every Friday. A call to the Main Office at 273-2138 will allow you to check on your family's balance.

If at any time you have a question about charges or credits, please do not hesitate to call. We cannot call your record up on a screen for you immediately, but we can usually have an answer to you within twenty-four hours.

We certainly appreciate your patience this year. MacLunchroom has been a record-keeping improvement and savings for us and, as we continue to fine-tune its use, we expect to be able to make even greater use of its capabilities.

## Summer School Program

Many of you have asked if a summer school program will be offered at P.L.S. this summer. An eight week elementary session sponsored by Camp Adventure beginning June 14 is in the planning stage. Because this program is self-supporting, a tuition needs to be charged. Brochures will be available in late March describing each of the eight week's focus areas. Students will have the option of registering for any number of weeks. Please call 273-2202 for information.

### For Your Calendar

April 8	UNI Prairie Day Grades 4-6 - AM Grades N-3 - PM
April 12	N-12 Parent Teacher Conferences
April 13	N-6 Parent Teacher Conferences
April 23	Beginning Reading Conference - No School N-6

## Students Donate Quilt to Covenant Medical Center

The Clothing and Interior Design class in the PLS Family and Consumer Science department in conjunction with the local quilters guild constructed and donated quilts as a community outreach project. In December, Marian Stiner and Karan Flanscha from the Keepsake Quilters' group volunteered time and materials to work with our students. A historical perspective on quilting and basic quilting skills were presented during the five hour segment. The students integrated previously acquired sewing skills with the newly acquired quilting techniques to construct a crib size "nine-patch" quilt. This project will be donated to the high risk prenatal program at Covenant Medical Center. Two additional small quilts were constructed which will be donated to the neonatal intensive care nursery also at Covenant. The PLS participants recognized that they have many talents and skills which may be utilized in reaching out to others and providing a service to our community.

## Spring House Cleaning

As you sort through those closets in the annual event called Spring Housecleaning, please do not discard any old clothes which could be used as costumes. The Social Studies Department needs old dresses, hats, suit jackets or any other items students might use in historic presentations. If you would like to contribute any old items, please bring them to the High School office.

## No Hot Water

In order to service the University steam tunnels, the steam will be shut off throughout the University on May 9. For PLS, this means that we will be without heat or hot water from May 9 through the end of the school year. Plant Service is providing us with small water heaters so that we can continue to provide breakfast and lunch. We will also have hot water in the work area of nursery-kindergarten to meet the hygiene requirements arising from our early childhood special education program. We will not have hot water in any restrooms.

Our pool is heated by the steam system and thus will not be heated once the steam is turned off. We anticipate that the pool will cool very quickly and are planning to discontinue swimming after May 9. Showers in the locker rooms will have only cold water, and knowing how cold the water can be in early May, we believe that our middle school and high school students would be reluctant to shower after physical education classes. Because we believe that not showering after class is a poor health choice, we are seeking alternate physical education/wellness for the final three weeks of school.

We regret the inconvenience and disruption of instruction to our students, faculty and staff. The shut-down is, however, unavoidable. Please bear with us as we attempt to work within the situation.

## **The Elementary Creative Drama Program**

The N/K-6th grade Creative Drama Program is in its third year. It is a pilot program with on-going curriculum development by Barbara Heitzman, the creative drama instructor.

With the exception of the Nursery/Kindergarten, students attend sessions twice a week for two nine week sessions for a total of 18 weeks. Four integrated sections of Nursery/Kindergarten attend creative drama once a week for twelve sessions.

Creative drama is an art form different from children's theater, where actors memorize lines from a written script and perform on a stage before an audience of children. Creative drama uses elements of theater such as sensory awareness, movement, pantomime, story dramatization and role play as tools to assist students in expressing their ideas and feelings. The goal of creative drama is development of skills in the creation and evaluation of drama through artistic collaboration. The emphasis of the program is on students' individual growth as they participate in the creative drama process of social, intellectual and creative exploration.

The creative drama instructor integrates various elements of drama/theater with developmentally appropriate content from the elementary curriculum so students may achieve learner outcomes in literacy, problem solving, critical thinking and socialization, as well as, a multi-cultural non-sexist perspective.

Creative drama offers a variety of activities for students to achieve these outcomes. For example, students in fourth and sixth grades attended a live performance at Theater UNI, The Starcraft Orion Discovery and responded in written, verbal and dramatic form to the play's ideas. Sixth graders have worked collaboratively with partners in the creation of face masks for use with the dramatization of Greek myths. Fifth graders studying Afro-American History presented a story dramatization of a folk tale about the Underground Railroad and role played the Rosa Park's bus boycott which inspired Martin Luther King, Jr. Second graders created their own puppets for use in the puppet theater. The first grade teachers and the creative drama specialist are working together to assist students in dramatizing their original fairy tale for the Fairy Tale Fair.

Although the expectation is not theatrical skills per se, students have opportunities to present ideas generated within the context of the creative drama classroom and two to three assemblies a year allow students to express their ideas dramatically before parents and other elementary students. These programs have integrated creative drama ideas with the music, physical education, and art departments. Programs have featured reader's theater, pantomime, expressive movement and story dramatizations. Student initiated, directed and produced scripts of plays are encouraged and presented in collaboration with secondary theater faculty.

Students in creative drama have many opportunities for involvement in all areas of the language arts. Students observe

and participate in non-verbal communication through movement and pantomime activities. They put ideas into words through creation of original stories and dialogue. Story dramatizations and role playing involve verbal and non-verbal communication skills for expression of ideas from literature such as poetry, fairy tales, folk tales, fables and mythology. Through the use of discussion, journals and in-class video critiques of dramatic activities, students recognize story problems and make inferences about what they read and hear from verbal information presented.

Creative drama allows opportunities for students to respond affectively to dramatic activities. Students perceive their peer's dramatic efforts and respond to the immediacy of live performance. Open-ended, non-judgmental activities allow students to express feelings and ideas in dramatic play. The integration of other expressive arts, such as music, dance and the visual arts gives opportunities for discovery of similarities and differences among the different art forms. Students have opportunities to build a repertoire of art experiences on which to base aesthetic judgement.

Creative drama allows the development of multiple intelligences as students respond kinesthetically and linguistically to musical, visual and verbal images. They create mental images, seek understanding of actions performed on objects and the relationship between those actions. Students performed on objects and the relationship between those actions. Students assess their feelings and the range of effects on emotions. They use this assessment as a means of guiding and understanding their own behavior and the intentions/desires of others.

Students become self-directed learners as they reflect upon personal experiences and express ideas, feelings, and values in dramatic activities. Students seek original solutions to open-ended dramatic problems and learn to respect originality in the work of others. Students imagine, enact and reflect literature, historical events and social/multicultural contexts. The variety of solutions offer students diverse models and encourages uniqueness, flexibility and fluency of ideas in self-directed efforts. Students are participants and audience to their peers' ideas. Positive self and group evaluation is a necessary part of the creative drama process.

Creative drama curriculum offers many opportunities for higher order thinking skills. Students use the senses to make discoveries about the environment, make associations between objects and action, as well as discuss and debate similarities and differences in dramatic experiences. Students explore the concept of problem and resolution in a dramatic context through expression of words, sounds and actions. As part of the creative drama process, they reflect on the consequences of many different characters' lives. Creative drama involves critical thinking and problem solving in artistic terms. Students learn to concentrate, analyze, synthesize, evaluate and apply their understandings of drama skills.

The development of multi-cultural awareness through dramatic play is emphasized at all developmentally appropriate levels. Students explore folk tales, legends, and characters representing a variety of societal and cultural roles. Since

drama/theater is "about" what people do, the context of the drama is often infused in the area of social studies. It targets knowledge of others and self. The creative drama program prepares students for the 21st century by exposure to literature of many cultures. Example of cultures are: Native American, African American, Chinese, Japanese and Hispanic.

Students work in collaborative groups every creative drama session as they share responses, brainstorm, negotiate ideas and plan their dramatizations. Communication is an important part of creative drama as students express their ideas to each other and to the group. Cooperation with other members of the group is a creative drama skill which students have opportunities to explore as they alternate as leaders and followers in theater games. Artistic collaboration is essential to the creation of theatrical performance and dramatic interaction between students as "performers" and "audience".

## From the Activity Director

The Winter activity season has come to an end with many positive group and individual performances. The athletic teams showed considerable growth during the season due to dedication and commitment by the student athletes and their coaches.

The music department displayed their talents with a fine concert this past month. A few of our students have attended different festivals this past month and have represented us well. Keep up the good work.

### All- STATE MUSIC FESTIVAL AT AMES

Andy Liao - 1st Violin

### HONORS ORCHESTRA FESTIVAL AT AMES

Debarshi Das	Kevin Davison
Sarah Hansen	Mark Hays
Vanessa Kettner	Ed Liao

The following students were selected to attend the Honor Festivals listed below. Both of these festivals are attended by some of the most talented local high school musicians.

### NORTHERN UNIVERSITY FESTIVAL OF BANDS

9th and 10th Grade Band:	Tiffani Grimes
11th and 12th Grade Band:	Eric Anderson

Both of these students received high chair placements in their seating audition.

### DORIAN HONOR BAND AT LUTHER COLLEGE

Max Ostby	Tim Clark	Eric Anderson
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This festival included some of the top players from Iowa, Minnesota, Wisconsin, and Illinois. In the Massed Festival

Band, which included approximately 250 members, Max Ostby was seated as the 1st chair Euphonium player and Tim Clark sat 3rd chair in the 1st French Horn section.

In addition, I want to commend the parents and fans for the improvement with sportsmanship during the year. I thank you for that effort and hope it continues throughout the year and into next year.

Finally, I would like to make you aware of the individual accomplishments of our student athletes - Congratulations to all!

## All-Academic Award Winners

### Basketball

#### Girls - Seniors

Tamara Bakuzis  
Kim Riehle

#### Juniors

Teresa Abraham

#### Boys - Seniors

Nathan Curtis  
Aaron Knutson  
Sean Linck

#### Juniors

Zach Nielsen

### Basketball Cheerleaders

#### Seniors

Nell Ann Schmits

#### Juniors

Abby Ostby

### Boys Swimming

#### Seniors

Thomas Bruun  
Michael Kruzliak

#### Juniors

Aaron Howard  
Josh Madsen - Waverly Shell Rock  
Jeremy Voights - Waverly Shell Rock

## NICL ALL - CONFERENCE EAST DIVISION

### Most Valuable Forward

Liz Kinne

### 1st Team All-Conference

Liz Kinne  
Larry Alexander

### 2nd Team All-Conference

Kim Riehle  
Nathan Curtis  
Kris Nardini

### All-Conference Honorable Mention

Jenny Frost  
Sean Linck



# April 1993

## PLS Breakfast and Lunch Menus

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<p>Cereal Choice offered every morning. Juice or fresh fruit every morning. All meals include milk. Lunches include Salad Bar.</p>			<p><b>April 1</b> English Muffin ..... Hot Dog French Fries Apple</p>	<p><b>April 2</b> Strudel Stick ..... Hot Ham 'n Cheese Sandwich (Fish Pattie/Bun) Cole Slaw Fruit Cocktail Brownie</p>
<p><b>April 5</b> Toast/Jelly ..... Spaghetti Garlic Toast Broccoli Pears</p>	<p><b>April 6</b> Raisin Rounds ..... Baked Chicken/Rice Green Beans Fruited Jello</p>	<p><b>April 7</b> Waffle ..... Baked Potato/Topping Choice Applesauce Buttered Bread</p>	<p><b>April 8</b> Toast/Jelly ..... Hamburger Baked Beans Fresh Fruit Almond Butter Cookie Bar</p>	<p><b>April 9</b> French Toast ..... Toasted Cheese Sandwich Turkey Noodle Soup Veg. Sticks Fresh Fruit</p>
<p><b>April 12</b>  No School K-12</p>	<p><b>April 13</b> No School Elementary ..... Egg Salad or Ham Salad Sandwich Choice Fresh Fruit</p>	<p><b>April 14</b> Strudel Stick ..... Corn Dog Peas &amp; Carrots Pears Cookie</p>	<p><b>April 15</b> Toast/Jelly ..... Taco Salad Applesauce Buttered Bread Chocolate Chip Bar</p>	<p><b>April 16</b> English Muffin ..... Chicken Pattie/Bun Potato Salad Peach Crisp</p>
<p><b>April 19</b> Toast/Jelly ..... Beef Stew/Baking Powder Biscuits Applesauce</p>	<p><b>April 20</b> Waffle ..... Pork Tenderloin Sandwich Baked Beans Fresh Fruit Cookie</p>	<p><b>April 21</b> Lemon Poppy Seed Muffin ..... Taco Casserole Peanut Butter Sandwich Pears</p>	<p><b>April 22</b> Toast/Jelly ..... BBQ'd Pork Sandwich Fruit Cocktail Peanut Butter Bar</p>	<p><b>April 23</b> No School Elementary ..... Hot Dog French Fries Fresh Fruit</p>
<p><b>April 26</b> Toast/Jelly ..... Lasagna Garlic Bread Cole Slaw Applesauce</p>	<p><b>April 27</b> Strudel Stick ..... Turkey/Rice Cooked Carrots Peanut Butter Sandwich Fruit Cocktail</p>	<p><b>April 28</b> Muffin ..... Beef 'n Bean Burrito Fresh Fruit Pudding</p>	<p><b>April 29</b> Toast/Jelly ..... Hogie Sandwich w/Lettuce &amp; Tomato Fresh Fruit Angel Food Cake</p>	<p><b>April 30</b> Waffle ..... Link Sausages Macaroni/Cheese Green Beans Buttered Bread Peaches</p>



# April 1993

## Malcolm Price Laboratory School Calendar

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
				<b>1</b> 6:45pm -8:00PM Chamber Orchestra 7:00pm -8:15pm Chamb Choir 8:00pm -9:15PM Jazz Band	<b>2</b> Period 5 or 6 Junior Class Mtg 5:00pm BTR N Hamp/WSR at Waverly	<b>3</b> Solo/Ensemble Contest
<b>4</b> DAYLIGHT SAVING TIME BEGINS PALM SUNDAY	<b>5</b> IHSSA All-State Speech 5:00pm BTR Jesup/ENP/NU	<b>6</b> 4:30pm BTR NU/NT/Union @LPC 5:00pm GTR Jesup Inv	<b>7</b> 4:00pm GF Union 4:00pm TEN ENP (G-H,B-T)	<b>8</b> 4:00pm GTR Janes Inv 6:45pm -8:00PM Chamber Orchestra 7:00pm -8:15pm Chamb Choir 8:00pm -9:15PM Jazz Band	<b>9</b> GOOD FRIDAY 5:00pm GTR N Tama Inv	<b>10</b>
<b>11</b> EASTER	<b>12</b> NK-12 Parent Teacher Conferences (No School) 4:00pm TEN G Center (G-H,B-T)	<b>13</b> Elementary Conferences (NK-6) 4:00pm BTEN Apl/Park at Aplington	<b>14</b> 4:15pm GF Wellsburg/APL-P-BURG at Wellsburg 5:00pm GTR Dike Inv 5:00pm BTR Clarion Relays	<b>15</b> 4:00pm TEN Wav/SR (G-T,B-H) 4:00pm JH B&G Track @ Janesville 6:45pm -8:00PM Chamber Orchestra 7:00pm -8:15pm Chamb Choir 8:00pm -9:15PM Jazz Band	<b>16</b> 5:00pm BTR Cole Collinge	<b>17</b>
<b>18</b>	<b>19</b> 4:00pm GF GC/Hudson/NU at Grundy Center	<b>20</b> 47 Seconds Perf 1st 7-8, 2nd 9-10, 3rd 11-12 4:00pm TEN Union (G-H,B-T) 4:15pm GF ENP	<b>21</b> 4:00pm GF at Oelwein 4:15pm JH TR Denver/GC/NU (G-NU, B-GC) 5:00pm GTR at Jesup 5:00pm BTR A/G Inv	<b>22</b> 6:45pm -8:00PM Chamber Orchestra 7:00pm -8:15pm Chamb Choir 8:00pm -9:15PM Jazz Band	<b>23</b> Beginning Reading Conference 4:15pm BTEN at A/G 7:30pm Variety Show	<b>24</b> 8:00am GF G Center Inv 7:30pm Variety Show
				<div>BTR Drake Relays</div> <div>7th Grade Retreat</div>		
<b>25</b>	<b>26</b> 4:00pm GTEN Hudson 4:00pm GF N Tama @ Traer 5:00pm GTR A/G Inv	<b>27</b> Annual NUHS Booster Club Meeting 4:00pm BTEN Hudson	<b>28</b> 4:30pm GF Apl/Park Inv 5:00pm GTR ENP/NU/Denver	<b>29</b> BTR Vinton Inv at Van Horne 4:00pm TEN Union (G-LPC,B-H) 6:45pm -8:00PM Chamber Orchestra 7:00pm -8:15pm Chamb Choir 8:00pm -9:15PM Jazz Band	<b>30</b> Fine Arts Potluck 4:00pm GF at Denver	

## **What is the Northern Iowa Young People's Dance Theater?**

The University of Northern Iowa Young People's Dance Theater is a group of talented and enthusiastic Malcolm Price Laboratory School students who share a love for international dance and dance performance. The YPDT was conceived by Dr. Susan Koch, Assistant Professor of Health Education; Melanie Griffith, Vocal Music Specialist at the Lab school; Dr. Kathy Kerr, Director of the UNI International Dance Theater; and Dr. Cynthia Ensign, Director of the Orchesis Modern Dance Group.

The purposes of the YPDT are to provide motivated and interested young people with an opportunity to nurture and enjoy their love of dance, to promote dance as a healthful activity for young people, and to promote ethnic diversity through the exploration of dances from various parts of the world.

The YPDT was founded in 1992 with an initiation grant from the Iowa Association for Health, Physical Education, Recreation, and Dance. Students are welcomed into membership in the YPDT without regard to ability or financial resources.

Members of the YPDT have learned dances from Africa, Israel, Germany, Romania, Hungary, and many other countries. Under the direction of their talented student directors, the dancers also include several American classics like the

Swing, the Twist, and Hand Jive in their repertoire. They have also learned to sing one of their dance ballads in Hungarian and have created "pop" numbers using current popular music. In addition to learning the dance steps in preparation for performances, students also learn the history of the dance, its ethnic origin, and the context and meaning of the dance in its "home" culture.

Students wear their YPDT T-shirts when "on-tour". This shirt features an original logo specially designed by a dance parent who is a graphic artist. A burgeoning costume collection is coordinated by another parent, with costumes constructed by a team of parent seamstresses.

Since its inception, the YPDT has performed for students at the Lab School, as guests in UNI Dance Concerts and events, and for students from other Iowa schools. Dancers have also provided demonstrations and instruction during lab school classes. The YPDT has attended UNI's performance of West Side Story and the UNI Performance of the Krazyzask Siberian Dance Company as part of their dance education. Future plans include continued outreach performances, further integration of dance into the lab school fine arts program, attendance at professional dance master classes and performances, and possible participation in an international dance festival.

For further information about the Northern Iowa Young People's Dance Theater, please contact Dr. Susan Koch, faculty coordinator, YPDT: 319-273-6117 or 6475.

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